

CURRICULUM JOURNAL

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NEWS NOTES

Back Numbers of the Curriculum Journal Wanted. We have occasional requests for back numbers of the CURRICULUM JOURNAL which we are not able to supply. We should appreciate receiving any back numbers of the CURRICULUM JOURNAL which any of our readers can spare.

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Summer Conference Course. In connection with the Texas State Curriculum Revision Program the University of Texas will offer a six-unit combination study and conference course during the Summer Term of 1937 on the *Organization and Installation of the Curriculum*. Each unit will be of one week's duration, will require the student's entire time, and may be taken for independent credit. Lecturers and instructors of national recognition will participate in the direction of the course.

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Plan Summer Curriculum Study. Two thousand books, bulletins, and periodicals have been placed in the Curriculum Laboratory Library at Mercer University, Georgia, for the use of students preparing to teach, for teachers who study there during the Summer Quarter, and for research students and classes desiring to make a study of the curriculum. The curriculum faculty for the Summer Quarter will include Dr. Edwin S. Lide, Senior Specialist in Curriculum

Construction for the United States Survey of Secondary Education, and author or joint author of several bulletins relating to the curriculum. Another member of the curriculum faculty will be Mrs. Margaret W. Boutelle of the P. K. Yonge Laboratory School of the University of Florida who serves on the Revising and Editing Board of Florida Curriculum Revision, on the Advisory Board of Editors of the *English Journal*, College Edition, and is a member of committees in the National Council of Teachers of English. Miss Edna Simmons is also a member of the Mercer curriculum faculty. Miss Simmons is a teacher in, and Director of the Training School of Wilson Teachers College, Washington, D. C. Dr. Gordon G. Singleton, Professor of Education at Mercer University, completes the curriculum faculty.

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Paris Conference on Elementary Education. The National Syndicate of the Teachers of France announces an International Conference on Elementary Education and Popular Education in connection with the 1937 International Exhibition at Paris. From July 23 to 31 the conference will meet in eight sections for instructive lectures followed by debates, treating compulsory enrollment and popular education in its various forms:

optional extended attendance, post-graduate study, adult education. There will be provided visits to the most typical academic institutions, an instructive exhibition and moving picture demonstrations. Registration will include: reduction in train fare, free entrance to the Exhibition, lodging and service at reduced prices, the conference proceedings. Address André Delmas, General Secretary, Musée Pédagogique, 29 rue d'Ulm, Paris (V).

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Development of Course Materials in Science. The Bureau of Educational Research in Science in Teachers College is in its second year. The work of the Bureau includes two closely related features. First, is that of selecting materials from the various fields of science to serve the purpose of general education. The second is the study of processes and outcomes of teaching and learning. The work of the Bureau has been facilitated by the aid of an advisory committee of Columbia University appointed by Nicholas Murray Butler, consisting of Professors Herbert E. Hawkes, George B. Pegram, Herbert W. Schneider, Edmund Sinnott, and Harold C. Urey. The research associates working in residence during 1936-37 include Dr. Irving A. Cowperthwaite, Columbia University; Dr. H. Bentley Glass, Stephens College, Columbia, Mo.; Dr. Duane Roller, University of Oklahoma, Norman, Oklahoma; Mr. Joseph J. Schwab, University of Chicago, Chicago, Illinois; and Dr. Selby M. Skinner. Others not in residence include Dr. Anita D. Laton, University of California, Berkeley, California; Dr. Frank C. Jean, Colorado

State College of Education, Greeley, Colorado; and Dr. Paul B. Sears, University of Oklahoma, Norman, Oklahoma. The results of the work in the organization of science materials will be made available in a series of source books of science materials which will be useful to curriculum builders, superintendents, and teachers, both as reference and as content material. A companion volume will embody the results of the investigation into the learning process.

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Forthcoming Bulletin in the Georgia Curriculum Program. The Georgia Program for Improvement of Instruction in the Public Schools will publish a bulletin in May. This bulletin will include such materials as the following: Aims of Education in Georgia, Scope of the Georgia Curriculum, Procedures for Improving the Curriculum, etc. This will be available at the State Department of Education, Atlanta, Georgia, from M. E. Thompson, Director of the Georgia Program for Improvement of Instruction in the Public Schools, who recently succeeded Mr. L. M. Lester.

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An Experiment in Functional Learning. The Junior High School class in Home Economics of Montvale High School, Bedford County, Virginia, is trying an experiment that will be most valuable in making the program more functional. The consolidated rural school in which this experiment is being developed has an enrollment of more than 400 children and includes Grades I-XI. In a unit dealing with *Child Care* this class is actually working with the first grade children. At times, various

groups of children are in the home economics department with the high school class; at other times the high school class is with the first grade either on the playground, in the classroom, or on excursions. In this way *Child Care and Training* is becoming a reality for the high school class. It is believed that more work of this type should be carried on especially where the children are available at all times. The children, the home economics teacher, the first grade teacher, the district supervisor of home economics, and the director of curriculum are cooperating in this plan of work.

Bulletin of Units for Virginia Curriculum. The Teacher Training Staff at the State Teachers College at Fredericksburg, Virginia, is now engaged in the preparation of another series of mimeographed bulletins of units illustrating procedures in using the revised curriculum for Virginia elementary and secondary schools. The 1936 bulletin of illustrative units for secondary schools is being reprinted in order to meet requests for additional copies of the publication.

Office of Education Opens Script Exchange. The Office of Education, in order to promote better educational radio programs throughout the country, has announced the establishment of an Educational Radio Script Exchange to furnish local groups radio scripts especially appropriate for educational broadcasting. A catalogue listing 53 educational scripts is now being mailed to more than 5,000 broadcasting units, including high schools, colleges and universities,

broadcasting stations, CCC camps, and civic organizations that have shown an interest in educational broadcasting. Additions to the catalogue will be issued from time to time. Single copies of the scripts and aids to production will be sent free of charge to any producing unit, providing the material is to be used for non-commercial broadcasts, "mock-broadcasts" over loudspeaker systems, or any educational purpose.

An Integrated Teacher Education Program. Mary D. Reed is assisting in the development of an integrated program of education for students in the elementary curriculum of the Indiana State Teachers College at Terre Haute, Indiana. Each term designated contact teachers arrange for participation by students in the activities of the Laboratory School. Science units are being allocated to the elementary grades, in which experimentation with the development of concepts is being undertaken.

A Fifth Year of Teacher Education. New Jersey College for Women is planning a fifth year teacher education course, requiring at present four years of undisturbed college work, and postponing student teaching until the fifth year. The professional courses required for state certification are included within the four years.

Remedial Reading Program. For the past three months James A. Fitzgerald of Loyola University, has directed a reading Clinic at the Walsh Elementary School in Chicago. The Kuhlman-Anderson Intelligence Examination, the Gates

Four-Type, the New Stanford, Gray's Oral Reading Paragraphs, and the Witty Interest Inventory have been used. The attack upon reading retardation has been three fold: on the level of ability, concerning the deficiencies, and in accord with the interests of the children. Those who were found retarded from two years to four years have been given assistance and guidance by a remedial teacher in addition to the regular teacher; those retarded less than two years have been helped in a special period by the classroom teachers. A special curriculum in which each child is succeeding has been utilized. Some children have improved as much as two years in three months. In two rooms the improvement of the children averaged about seven and a half months in three months.

A Forthcoming Volume on the Curriculum. The University of Chicago Press has announced the publication of a volume on the curriculum in higher education, by Dean M. E. Haggerty of the University of Minnesota. This is Volume III of a series of publications in the field of higher education that have grown out of the revision of standards for accreditation to the North Central Association.

Teaching English to Bilingual Children. In June, 1936, the Office of Education at Washington allotted \$7950 for the study of teaching English to bilingual children under the direction of Professor J. L. Meriam at the University of California at Los Angeles. On January 1, 1937, another \$1000 was added. Mr. Meriam was appointed Local Project Administrator without compensation.

One of his advanced graduates acts as the immediate supervisor of the study, under the direction of Mr. Meriam. Ten other people, selected from relief rolls of the WPA, are workers on this project. The study is planned to close on February 28, and eventually will be published by the Office of Education. This study is based upon work in a Mexican school, which has been under the supervision of Mr. Meriam during the past seven years, as a curriculum study.

Evaluation in the Field of Art. One of the major curriculum projects the Rochester Mechanics Institute carried on during the past year was that of developing a suitable scale for evaluating accomplishment in the field of art. The Institute has a three-year program designed to train professional artists and the problem of evaluation has become an important one. In general, the techniques used are the same as those used by Thorndike and others in the development of the handwriting scale except that the medium in which the work is being carried out is much more complex. At the present time scales have been developed in water color, freehand drawing, life drawing, oil painting, composition, illustration, and design. Scales for lettering, poster design, pen and pencil rendering, and photography are being prepared.

Evaluating Classroom Activities. Claire Zyve is engaged in developing a simple technique for evaluation of types of classroom activities in which children are engaged, based on recall statements given by children of things which they have done. She is com-

paring experiences in three types of environment: large city, suburban, and rural.

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Music in the Chicago High Schools.

Music has become an elective major in the reorganization of the high school curriculum of the Chicago Public Schools. One year of music is required for graduation. This course is called *Music Orientation* and receives $\frac{1}{2}$ unit credit to be taken the first or second year. Choruses, choirs, orchestras, and bands receive $\frac{1}{4}$ unit cumulative credit per semester. The term *Glee Club* is being dropped from the high school curriculum.

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Voluntary Study Group Formed at Monte Vista, Colorado. All the teachers in the Junior High School of Monte Vista, a small town in southern Colorado, have voted to carry on a study of curriculum problems in their school under the direction of J. Earl Davies of Adams State Teachers College, Alamosa, Colorado, and with the assistance of Carl A. Brumfield, superintendent of the Monte Vista schools. They expect to meet as a group two hours a week.

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Leads Study Groups. During this year Charles A. Lee of Washington University is meeting monthly with some seven or eight groups discussing problems relating to curriculum planning. Superintendents, principals, high school teachers, and elementary teachers attend these meetings. These discussion group meetings are largely orientation meetings. The purpose behind these group discussions is to pave the way for a systematic program of curriculum planning.

The Selection of Students for Commercial Education. A joint committee of the Eastern Commercial Teachers Association and of the National Office Management Association has been engaged in a study under the general direction of F. T. Nichols, the outcome of which it is expected will be a vocational business ability testing program to be administered by a national organization of educators and employers, much as the college entrance examinations are now administered for the benefit of the upper fifty per cent of graduates from high school commercial courses. This report should have a profound effect on curricular practices in this field of education.

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University Women Survey Schools. Surveys of public schools are growing out of study groups in education organized by branches of the American Association of University Women. A striking example of this work was done in Trenton, New Jersey, by a group which had formerly been engaged in studying child development. The final report of the survey included the following sections: the relation of government to schools; the curriculum; special classes; co-ordinate activities; teachers; the physical plant and maintenance; budget recommendations; other recommendations; and graphs.

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Integration in Rural High Schools. At a recent meeting of the Oklahoma College Teachers of Education, J. V. L. Morris of the Northwestern State Teachers College presented a paper on *Integration of Teaching Fields for Teachers in Small Rural High Schools.*

NOTES FROM THE FIELD

COUNTY SCHOOLS

Contra Costa County, California.

Contra Costa County in California has begun a curriculum revision movement which received its original impetus from a series of curriculum lectures at the monthly county principals' association meetings attended by principals and a group of interested teachers. The office of the county superintendent has continued this emphasis in its general supervisory program and in its county institute meetings. The teachers' institute is an innovation this year in that it consists of series of meetings distributed over the entire year, including a consistent presentation through the curriculum conference series and opportunities for small groups meeting to discuss curriculum backgrounds. To date the movement has resulted in: (1) somewhat general agitated discussion; (2) several voluntary study groups; (3) some experimentation with practices in schools; (4) an increasingly coordinated philosophy and program on the part of the county supervisory staff.

Grays Harbor County, Washington. Over a period of nearly three years, the Grays Harbor rural schools have been inaugurating what is known as an integrated activity program. An attempt is being made to tie up about one central core the various learnings we expect children to acquire in their school life. The interests of the children are the determining factor and the integrating element.

Hamilton County, Tennessee. Hamilton County, Tennessee, has organized its whole teaching force into Curriculum Committees for the purpose of revising its curriculum. This is the third year of active service of these committees. Each year the tangible outcomes of this work are summed up and put into the hands of the teachers in the form of a Yearbook. As the teacher uses this material in her classroom she has an opportunity to evaluate it to the end that the combined experience of all in committee work may further the curriculum, which is in constant state of revision. Three yearbooks have been mimeographed and used in the school-room laboratories. As a long time program this work has done more than any other agency in improving instruction in the schools. It has led to research, experiment and revision, and, best of all, it has made for a fine integrated activity program with the social science unit as the center and a splendid experimental climate among our teachers.

Madera County, California. The Madera County Board of Education adopted a new tentative course of study with a core curriculum based on the social studies. This has been of particular value to the teachers beginning the activity program. Miss Grenals, of Fresno State College, will soon begin a course giving the basic philosophy of the activity program with large units of work. Nearly every teacher in the rural schools has enrolled in the course. This will

develop into a new course of study to be written by the teachers of the county. The activity program, based on large units of work, is gradually displacing the old emphasis upon subject matter.

Monroe County, Pennsylvania. John S. Cartwright is acting as Director of the Curriculum Revision Committee of Monroe County, Pennsylvania, which has made studies of the retardation from age grade tabulations. The committee has attempted to analyze the life activities of the graduates of our Monroe County high schools for the last ten years. These will be evaluated as a basis for a program of improvement.

Summit County, Ohio. Professor A. L. Heer of Kent State University is serving in an advisory capacity for curriculum work in English, Arithmetic, and Hygiene in Summit County, Ohio.

Winston County, Mississippi. The teachers of Winston County are organized to improve instruction by improving the curriculum. Each grade group of teachers from the first through the eighth is working as a unit on the following phases of instruction: improve instructional materials; increase experience through more excursions; and evaluate materials in terms of child growth. A bulletin consisting of units that were developed by each grade group will be prepared for distribution among the teachers. The teachers of Winston meet in the respective groups once each month with a well planned program. A fee of fifty cents is paid by each of the 125 teachers to help defray expenses of special speakers who talk to the whole group in general assembly each month.

STATE DEPARTMENTS OF EDUCATION

Arkansas. All approved institutions engaged in teacher education in Arkansas have requested guidance from the State Department of Education in giving special study to "Implications of Our State Curriculum Program for Teacher Education." As Director of the Division of Teacher Training and Certification, Ed McCuiston, has been selected to direct this program. A definite plan, extending over a period of two to four years has been established. The various faculty study groups approach these problems or implications from the basis of their own interest and felt needs. However, a special bulletin, "Problems in Teacher Education" prepared by a selected summer seminar group under the direction of Dr. Doak S. Campbell and Mr. McCuiston, in the Curriculum Laboratory, George Peabody College, is used in directing the study. A second seminar in teaching education is to be held at the University of Arkansas during the coming summer session. This seminar will be composed of members selected from institutions training teachers, state supervisory staff and from field forces in elementary and secondary schools. Materials will be produced for use in guiding the work during the second year of this new adventure in planning teacher education for Arkansas schools.

California. The Division of Elementary Education of the California State Department of Education has been at work since 1932 on a program of stimulating development of science instruction in the elementary schools of the state. In 1932, the *Suggested Course of Study in Science*

for *Elementary Schools* was published. Beginning in August, 1934, the department has published a monthly bulletin: *Science Guide for Elementary Schools*. Ten issues are published each year containing basic instructional material for the use of teachers. At the present time, a state-wide science committee is at work preparing a revision of the course of study.

Michigan. Clifford Woody is co-operating with the Michigan State Department of Education in its efforts to modify the curriculum. He is serving on two state committees: the first, to prepare a volume on innovating practices in Michigan; the second, to prepare a volume on what educational research can contribute to solve the problems faced by the classroom teacher. The former volume is based upon two types of innovations; one, innovations in teaching a single subject in which a new or interesting method is developed; second, innovations in which child or community interest is the center around which much, if not all, of the instruction revolves. The second volume is based primarily upon problems which the classroom teacher encounters with answers provided by those familiar with the research bearing on the topic at hand.

Missouri. The Missouri State Department of Education is revising the courses of study in elementary, junior high, and senior high schools. They plan to organize the subject matter about five broad fields—namely: language arts, social arts, science arts, fine arts, and recreation arts. Committees have been organized and are working on the productive end. James H. Dougherty is acting as consultant in elementary education.

Pennsylvania. The staff of the Bureau of Instruction has been organized into thirteen committees dealing with certain phases of the curriculum. These committees are expected to give consideration to all phases of the assigned field such as the preparation of publications and helpful mimeographed materials, the determination of policies, and the solution of problems arising in the field. The following committees have been organized: character education, safety, guidance, radio, tests and measurements, visual education, school activities, English and literature, languages, mathematics, science, social studies, and school libraries. Dr. Alan O. Dech will coordinate the curriculum program within the Bureau and is acting as secretary of the five subject-field committees.

Texas. The Executive Committee of the Texas Curriculum Revision Movement has released during the present year courses of study for the elementary grades and in homemaking, German, French, and language arts for the high school level. These courses of study are now in use in over a hundred laboratory schools and are being studied and used experimentally by about fifteen thousand Texas teachers. Additional releases will be made during the spring term; refinement of the educational program will continue during the summer of 1937 and the years following.

Vermont. As a part of the State Department of Education's curriculum revision program, we have recently organized committees to revise the courses of study in Science, grades 1-12; English, grades 7-12; and Latin, grades 9-12. Mr. Ralph E. Noble, State Supervisor of Secondary

Schools, and Mr. E. W. Davis, Director of Educational Research and Guidance, will act as consultants to these committees. A course of study on "Highway Safety" will be ready for distribution February 1st, 1937.

LABORATORY SCHOOLS

Matthew Whaley School, Virginia. J. Paul Leonard and Helen Foss Weeks are advising with the Matthew Whaley School at Williamsburg, Virginia, the practice teaching school for the School of Education of the College of William and Mary, in a curriculum program for the three upper grades of the high school. The first year teachers are using the Virginia State Course of Study. With the aid of five graduate students and the teachers of the school, an organization for a core program is now being prepared.

Northern State Teachers College, Michigan. As part-time director of curriculum, Miss Olive G. Fox has been made responsible for initiating several projects for improvement of the curriculum from Kindergarten through high school in the training school, and for coordinating the work of committees of the faculty. At present writing, these include the introduction of manuscript writing into the primary grades, an experiment in replacing formal report cards with informal, diagnostic letters to parents, the organization of an elementary science curriculum on an experience basis, attempts at a differentiation of arithmetic requirements to meet individual differences in ability, and a program for study of reading difficulties and remedial treatment in the English classes in the Junior High School.

Speyer School, New York City. W. B. Featherstone is assisting the teachers to develop curriculum materials and procedures for the Speyer School in New York City. This is a school for exceptional children under the joint auspices of Teachers College and the New York Board of Education.

PAROCHIAL SCHOOLS

Connecticut. Nearly two hundred teachers in service in the parochial schools of Connecticut have organized into committees and discussion groups for the purpose of studying ways and means of increasing the contribution of religious education to American life. The work of the first year consisted in a study of the problems in American life, the formulation of principles basic to the solution of these problems, the determination of temporary goals in the development of these principles and the organization of activities with these principles as unifying themes. The present year sees the work being carried forward to the experimental stage. In certain schools units of activities are being worked out around the problems of housing and recreation. The group is making every effort to cooperate with housing agencies in the local communities not only through the school but by work in parent education. The units and records of activities will be filed at Saint Joseph College under the direction of Sister Mary de Lourdes.

Detroit. A curriculum revision program within the secondary schools of the Adrian Dominican Sisters in the Diocese of Detroit has recently been undertaken. A study of problems confronting the pupils in these

schools has been inaugurated, and committees have been formed in preparation for taking action. There have been extension classes in curriculum construction, with special emphasis on consumer education, since early October, 1936.

HIGHER EDUCATION

Curriculum Laboratory at Bucknell University. Bucknell University is building a curriculum library and considering the establishment of a curriculum laboratory. The director of curriculum of the State Department of Public Instruction is cooperating in the project.

Syracuse University Revises Teacher Education. The School of Education, Syracuse University, is completely recasting its curriculum for the training of public school teachers. The new program, adopted after two years of study and planning by the school of education curriculum committee, is designed to meet changes in emphasis from subject mastery alone, to studies involving both child development and subject matter. Time honored education courses modeled upon academic tradition will give way to "units of work" centered about essential attitudes, skills, and knowledge important to effective service in the public schools. Arrangements will be made by which each student will be required to spend at least six consecutive weeks of actual teaching in public schools in Central New York during the senior year.

Throughout the two years of professional preparation required by the school of education, the new program will call for complete integration of educational theory with a wide vari-

ety of practice. The student will not only study about children; he will actually study children at work and play in school and community groups. Genuine problems of curriculum administration and instruction will be raised through continuous observation and experience in school and community. A constant effort will be made to close the gaps between theory and practice through appropriate lectures, seminars, and field projects. The student will not do less reading, research, and study. He will do more.

The curriculum committee includes Dr. Helene W. Hartley, Chairman, Dr. Ralph F. Strebel, Dr. Russell T. Gregg, and Dr. Maurice E. Troyer, all of the School of Education faculty. Indication that the new program has the approval of the New York State Department of Education was contained in a letter to Dean Ganders from Dr. Hermann Cooper of Albany, assistant state commissioner for teachers' education and certification.

Curriculum Laboratory at the University of Washington. During the past year, Edgar M. Draper has been devoting considerable time to the development of a Curriculum Laboratory at the University of Washington. Spacious committee rooms and adequate library facilities will be available by the opening of the summer session. Curriculum committees from the northwest area and the state of Washington will make extensive use of the Laboratory. The Laboratory has been called upon to provide numerous services for the Washington State Curriculum Commission and for the members of the recently organized Inland Empire Curriculum Society.

THE OWATONNA ART EDUCATION PROJECT

By EDWIN ZIEGFELD

Resident Director, Owatonna, Minnesota

What constitutes a vital and functional art program? How can the requisites of such a program be determined? How interested in art are members of a typical community? In what kinds of art are they interested? It is to such questions as these that the Owatonna Art Education Project is attempting to find an answer.

The original plan for the project was formulated by Dr. Melvin E. Haggerty, Dean of the College of Education at the University of Minnesota, in collaboration with members from the psychology, education, art and art education faculties. As a result of this plan the Carnegie Foundation made a grant to the University of Minnesota for its development. Later additional funds were granted, making possible a five-year program. Dean Haggerty is director of the project.

Robert Hilpert, assistant professor in the Department of Art Education at the University of Minnesota, was appointed to draw up a more definite plan than that which secured the original grant. In connection with his work a University Advisory Council was formed. This Council is made up of representatives from practically every department in the University. These people were conferred with and they offered their suggestions and advice on the development of the project plan.

At this same time work was begun in selecting a community where the

study could be conducted. It was desired to have a town with a population of about five thousand, one that was not dominated by any single industry, nationality, or religious belief. It was to be one which was as nearly typical as it was possible to find. It was also required that it be sufficiently isolated so as not to be dominated by metropolitan tastes. After a consideration of many, Owatonna was chosen as most nearly meeting all of the requirements.

The project as outlined in the plan had these main purposes: to develop a functional course of study in art as based upon a community analysis, and to develop an interest in the possibilities of art in daily life in the community.

"Art is a way of life" is the phrase which best characterizes the philosophy underlying the Owatonna Art Education Project. The following quotation from a pamphlet on the Project by Dean Haggerty clarifies this view of art.

"The outward activities and the inward experiences which are called art are the efforts of human beings to make life more interesting and more pleasing. Art objects which are the product of these activities and experiences are meaningful to the degree that they increase human enjoyment. In this conception art cannot be something detached from life. It is an aspect of living for all persons, for children, and for grown men and

women. The impulses which lead to art lie deep in human nature and, both consciously and unconsciously, influence the manners of men in their efforts to enrich their lives."* Thus Dean Haggerty expresses our philosophy. We have tested its soundness and we are determining how it can best be put into effect in a school program.

Work was started in Owatonna in September 1933 and during the first year Mr. Hilpert was the resident director. That year was spent chiefly on the community study. Every effort was made to secure local co-operation. In obtaining our "picture" of the community we avoided any semblance of a house-to-house canvass and visited only those who definitely invited us to their homes or places of business.

The first and most important activity was to investigate art tastes and needs as they prevailed in Owatonna. We visited homes, gardens, and businesses, and appraised and rated them. The phases of art in which residents of Owatonna were interested were also investigated. This was done through conferences, questionnaires, and by a statement of the types of art knowledge that community residents were desirous of gaining in the evening classes held later in the year.

As a result of these investigations we were asked by homemakers and business men to assist with solutions of a great variety of art problems. These ran practically the entire gamut of possibilities in the home, both in interiors and in the gardens. A great many interesting contacts were also made in various offices and commer-

cial establishments in the town. We were called in to offer advice in places as diverse as doctors' offices and a canning factory, lawyers' offices and the city power plant. Organizations such as lodges, clubs and churches also had their particular art problems which they asked us to help solve.

Due to repeated requests from many members of the community we gave a series of talks on various phases of art during the first year. At the introductory meeting, those attending wrote down the aspects of art which interested them. With almost no exceptions their interests lay in areas which were definitely and immediately useful to them. They wanted to know how to plan their homes, arrange their furniture, plan their gardens; how to increase their enjoyment of movies, to appreciate the newest developments in industrial art. These interests furnished the keynote for our subjects. Only a few wanted to draw or paint, and while we held classes for this group too, they were much less successful than the discussion groups.

We are also asked by many organizations in town to talk on a large variety of subjects. Again we were struck with the art-for-living aspect of the topics requested. Requests for talks and advice have continued undiminished for four years.

In order to stimulate interest in various phases of art in the community, authorities have been brought to Owatonna to deliver free lectures on their particular fields. Interest in industrial art was heightened by bringing Walter Teague, the country's foremost industrial engineer, to talk on *Machine Made Art*. The observed interests of the women were aug-

* The Owatonna Art Education Project—A brief account of its beginnings. 16 pages.

mented by Virginia Hamill's talk on *The Importance of Styling in Home Furnishings*. Other famous speakers have been Egmont Arens, Ethel Holland Little, Ruth Reeves, and Earnest Elmo Calkins, who have talked on such vital matters as *The Visual Aspects of Salesmanship*, *Women and Fashions*, *Textiles*, and *The Dividends of Beauty*. These lectures are creating a great amount of interest among the townspeople and we find that the attendance at them is increasing. On their visits the speakers, besides coming to Owatonna, also visit the University where they confer with members of the Advisory Council.

When the Project was first started it was necessary at the same time to institute a program of art in the school system from the first grade through the twelfth. No art had been taught in Owatonna for seven years, having been eliminated from the curriculum as an unnecessary special subject. Since it was not possible at the beginning to use any of the findings of the survey in the schools, a provisional course of study was formulated in terms of known practices that appeared relevant to the purposes of the Project. As the work on the survey progressed, the findings led to constant alterations and developments in the school program. During the first year the community survey was our chief interest, but since its completion the development of the school program has been our major concern. We are now putting into practice the implications of the underlying philosophy, and attempting to meet the findings of the survey.

Three of the findings of the survey stand out so strongly that no vital program in art can afford to overlook

them. Their importance lies not so much in their unusual character as in the implications which they carry for a school program.

First, the survey definitely proved that the vital art interests of the residents were those which touched upon their surroundings and daily activities in their homes, their clothes, their businesses, their recreation, and their community life.

Second, it indicated that the general level of taste was practically uniform. Generally speaking, art problems in all areas of life were treated with about the same degree of skill. By that is meant that people arrange furniture in their living rooms with about the same degree of skill that they locate garages on their lots, and the design of store windows is comparable to the design of gardens. This indicates that art training should include all areas of life and not be limited to a few.

Third, the survey definitely proved that very few people have use for technical art skills. The typical individual in the typical community never uses them.

From the work in the community certain implications have been drawn. These have acted as guides in determining the general character of the course of study.

First, the course of study should be organized in terms of areas of life or areas of activities. All requests made by members of the community to the art staff possessed one common characteristic which gives a significant clue to the organization of a course of study: the problem to be solved was always related to some specific, rather than general, activity or area of life. People wanted to know what kind of

slip covers to put on their chairs in order to make the living-room more attractive, what kind of curtains to use at the windows, where the retaining wall in the garden should be built to provide more usable space, what kind of flooring would be most durable in a store or an office, and so on. A course of study based on this implication, which considers art under such headings as the home, community, commerce, etc., has imparted to it a vitality that cannot be approximated in any other way. Furthermore, when art is taught from this point of view, it is far more likely to arouse a quick and sincere interest on the part of the students than when considered in terms of color or design.

Second, all areas of life must be included in the course of study. Throughout the course of the community study one all-important fact became increasingly evident to the members of the staff—the fact that the art problems of the community were not restricted to one or two isolated fields, but existed in every area of life. The need of art, as a factor in the satisfactory solution to a problem, was felt not only in the home or in matters of dress, but in business, in advertising, in printing, and in any number of other fields.

Third, those areas with which the student will have most contact must be stressed. One of the chief criticisms of art courses in general is that much of their subject-matter bears little or no relationship to the daily activities of the students. Art is too frequently approached through a study of abstract design principles, art fields and objects so presented as to preclude much if any transfer to the student's own situation. But the all-

pervasive nature of art demonstrated by the Owatonna study implies that the most often experienced aspects of art should receive most consideration. This means that a study of homes, clothes, industrial design, and other areas which are usual and familiar should receive the greatest emphasis, and that such fields as painting and sculpture should be taught in proportion to their importance in the lives of the people being taught. It further implies that the study of historical paintings, buildings, and sculpture as such is of minor importance, and that contemporary aspects of all fields of art should be stressed.

Fourth, activities should be devised which require a minimum of technical skill to complete. Outside of the school situation few people ever draw or sketch or paint. This was certainly true in Owatonna. The value of teaching such skills to other than professional groups, is very doubtful, and overemphasis on skills in a general art course means that non-essentials are being stressed. One reason for this is that skills and techniques are relatively easier to teach than attitudes or appreciations. In many instances pupils become preoccupied with techniques and lose sight of the larger problems involved. By developing problems which require little technical skill, we are re-emphasizing sounder values, and increasing the efficiency of our instruction in relation to the pupils.

Based on the work in the community the following general objectives for the art course of study have been formulated. They are:

1. To create an awareness and an appreciation of all art which is related to the pupil's life.

2. To create a desire to improve the environment.
3. To develop the ability to distinguish between good and poor solutions to art problems.
4. To develop the ability to solve art problems encountered in everyday living.

Art teaching should have as its major objective the improvement of environment. If it does not manifest itself in any overt activities on the part of the pupils it is a failure. Art teaching which does not set up any relationship between the points taught and the life of the pupil had best remain untaught. Good taste and appreciation and a desire to improve surroundings must all go together.

It is another thing, however, to develop in pupils the ability to realize these improvements. Passive appreciation of a well appointed living-room is quite a different thing from the creative activity involved in the arrangement of an equally good one. There are people whose taste is excellent, yet who are unable to put to any concrete use the principles on which they base their judgments. We must develop ability to do those things which will improve our environment.

The objection might be raised that the objectives overlook or preclude the development of creative ability. This objection arises, not from any omission in the objectives, but rather from a misunderstanding of the word creative. Creative ability is perhaps one of the major contributions to present-day educational practices. In art teaching, however, it is generally conceived of in too narrow a sense. It is frequently used to designate those activities other than practical ones, such as creative painting, creative

sketching, creative modeling. While all these activities are of extreme importance and do find a place in our program, we do not see why a student exercises his creative powers any more fully in the arrangement of pigments on a canvas than in the planning of a house or a garden. We feel furthermore, that these latter activities are of more actual use to the student than the former, and that the effects expected from much of the so-called creative art teaching rely upon the long exploded effects of transfer.

In the objectives stated, no mention is made of training for a worthy use of leisure time. This is a factor which has been over-rated in much art teaching. The increasing amount of leisure with which many people find themselves confronted will not necessarily be used to pursue activities such as sketching, painting, weaving, or similar types of work. Actually the number of people who indulge in any of the above mentioned activities during their leisure time is very small, and there is no particular justification for over-emphasis on this point. The environment of most Americans is in such great need of improvement that we might better teach the means of improving it rather than call into being millions of mediocre or poor paintings for which the world will have little use. It is simply another case of teaching art in a way which does not relate it to life. At some future time when all that surrounds us has approximated perfection, we will be ready for a major emphasis on art as a leisure time activity.

No major objective has been made of the teaching of art as a vocational subject. The world needs and always

will need a certain percentage of people who earn their livelihood in art professions. In any event, the percentage is not a large one. At present, the world is in greater need of intelligent art consumers than producers, and we should devote our teaching primarily to the education of the consumer. In a school system such as the one in Owatonna, graduates who will follow art as a profession are extremely rare. When any pupil is discovered who has art as a major interest, everything is done to nurture and develop this interest. Any over-emphasis on the development of technique necessary for the following of art as a vocation would be quite out of harmony with the real purposes of a general art course.

In closing, a brief account of one of the high school units will be given to indicate the manner in which the Project operates when put into effect in the schools. The one chosen for discussion is on Garden Design, a part of the large unit on the Home. This is a field, the importance of which will be denied by few, but which has, in spite of this, received all too little attention in art programs.

The objectives for the unit are as follows:

1. To develop good taste in, and an appreciation of, garden design.
2. To understand the problems of home ground design.
3. To become familiar with typical solutions of the field and the problems and conditions which produced them.
4. To understand the facts and principles of home grounds design.
5. To be able to apply these facts

and principles both in the design and construction of gardens and in their evaluation.

6. To stimulate students to see the possibilities of landscape improvement in their own home grounds and to carry out such improvements.

In beginning the unit the entire class went on field trips to gardens in town. Gardens small and large, formal and informal, were visited and the students made sketch plans of the various developments. Such points as orientation, house location, relation between house and garden, design and planting of the garden areas, and the scale and detail of various elements in the development were noticed. These plans which they had done were then compared to plans and pictures of other landscape developments found in books and magazines. Symbols used in indicating landscape elements were studied. Each pupil then made a plan of his own home grounds, indicating all existing features, and from this a plan for the development of the grounds. There were frequent discussions on garden design covering such points as the following: the relationship of garden design to the individual, the community, and to other fields of art; the importance of the rôle played by social and economic conditions in determining the appearances of our gardens; reasons why our gardens should look different from those built in England or France; the effect of geographic and climatic conditions on garden design; the elements of landscape design; types of organization possible with these elements; the advantages of formal and informal design.

There was some discussion of gardens from other periods and countries such as Colonial, English, and French. In these historic gardens it was again shown how the design of the gardens resulted from the social and economic conditions—the way in which people lived at that time.

An abundance of illustrative material consisting of plans and photographs was used at all times. Through a study of these, students were made familiar with actual work which was being done in the field. They were able to relate their own designs to actual work and to take advantage of the developments which had been made in the field. In too many art departments a stifling limitation is automatically placed on the art work because of little or no use of illustrative material. The work done then cannot be related, or seen in relation to, actual examples. The range of possible appreciation is also reduced since the contact with work in the field is so slight.

Although pupils with a great deal of technical skill had ample opportunity to use it in this problem, a method was developed whereby those students with very little technical skill could develop equally satisfactory solutions. Many plans were made by the use of cut paper. Garden features, trees, shrubs, and details were cut by

the student from paper of different colors and moved around in various combinations until a successful solution was reached. In this instance the only skill that was required was the ability to use a pair of scissors, and strength necessary to move small pieces of paper about. A great deal of esthetic judgment and clear thinking, however, were necessary to achieve a successful solution. It is felt in this problem that those abilities which are really important were developed and those less important were minimized. Besides the plan, sketches, sections, and models of parts of the developments were made.

The above procedure indicates our general approach to the type of problem before us. Of necessity it must be altered for each area or topic because of its characteristics and peculiarities. Work on the Project is not completed. We feel, however, that we are well on the way toward the development of functional art program. We are introducing subject matter not generally included and minimizing or excluding a great deal that is usually considered of great importance. The result will be a well rounded program in which all the aspects of the problem have been considered and one which is suited to use in public schools and to contemporary living.

ART EDUCATION IN KALAMAZOO

By FILLETTE MANY

Kalamazoo, Michigan, Public Schools

Today in art education in the public schools there are several general points of view. One group of educators feel that art should solely be the handmaiden of the other subjects—literature, history, geography, etc., and used only to enhance, clarify, and make more real the children's experiences in these subjects. Another group feels that art activity is merely an activity wherein the children, under the teacher's definite direction, in imitation, dictation, or other domination, put in the time happily. Another group feels that the art activity is a joy activity, wherein the children initiate all their activities, express their own feelings and interests and wherein, because the children's experiences in geography, history, literature, and other subjects are not first hand, the use of these subjects is discouraged. Still another group wants the art activity to be a joyous experience wherein the children initiate all their activities, express any of their feelings and interests whatever the source or inspiration.

Possibly all art educators have as their aim the stimulation in children of a sense of beauty. It seems natural to assume that the more real to the child is the thing about which he is telling in his art activity, the more vital to him are all influences brought to bear in this activity. When a boy, in paint, wood, clay, pencil, or charcoal, is telling about the new aero-

plane, the new stream line auto or engine, or a crack-up in the air or in the ring, he is anxious to give his ideas well and beautifully. Also, he is keener and more agreeable to suggestions as to the attainment of clarity and beauty. Occasionally, a teacher in history, geography, or literature, helps a child to live in a world of imagination which is more real and attractive to him than his actual existence. In both the above cases the child's experiences are very vital to him and furnish valuable material for use in the art activity. The intelligent, discriminating art teacher ascertains the interests vital to the children in her charge, be they prize fighting, air travel, knighthood, piracy, or issues pertaining to themselves, their neighborhood, city, or nation, and encourages their use in the art activity. For the child who through timidity or lack of intensive living feels that he has nothing to talk about, she opens up varying avenues of child interest. She tries to find the life material that will excite his imagination and create an urge to expression in one of the media.

The children are led to look at these experiences, to see in them the distinctive qualities that score for individuality. Each child is helped to realize that he has something of his own to say that will be interesting and may be beautiful.

On papers 12x18, 18x24, 24x30

or larger, in pencil, charcoal, or chalk, the children make their sketches. Before applying color each child is helped to discover whether or not his sketch says what he intends to have it say. He examines his sketch to see whether or not it is made evident that he is talking about an aeroplane, or the sky, or clouds, or landscape, or people. If he sees that his message is apparent enough to the observer, it stands as it is; if his message is not apparent, he is given the assistance he needs and wants. When the sketch is complete enough in its message, thought is given to color. The children choose their colors and learn through use what colors sing together, what color combinations result in definite or elusive combinations, and which is desirable in the expression of his particular idea.

No time is set aside for appreciation or picture study as such. Reference to masterpieces is more significant at the time that a suggestion for the enhancing of the child's expression is in order. When a child is interested in knowing how to make more apparent to the observer that he is talking about the aeroplane instead of sky, clouds, etc., he is shown eight or ten different master interpretations and representations. These masterpieces are not subjects like the one he is presenting but they are subjects interesting to his age group. In this way he can see how the master has solved the problem, not with the idea that he will be influenced to any one master's way of doing it but that he will be made aware of the variety and scope of the possibilities of solution of his problem and that he will be inspired to attain the same effect in his own way. Whatever his problem, whether

one of composition, light and dark, or color, this system of suggestions is forceful. It means not only significant, rich suggestion at the time needed, but also leads to an appreciation of the qualities of beauty in masterpieces.

Some masterpieces appeal to children more than others. By experimentation with three hundred children of each age from eight to twelve it was discovered that children are most drawn to pictures of familiar action, familiar because of actual or imaginary experience; pictures of animals preferably photographically presented, pictures of known buildings, pictures of modern transportation models. Certainly children will get most inspiration from masterpieces which appeal to them.

In the elementary schools where all children take art, no emphasis at all is put on technique. There is no class direction as to how to draw people, animals, houses, etc., or how to put on color. If a child is not satisfied with his type of representation and wants help he is led to observe the form in question if it is accessible or to refer to a good photograph if the form is not accessible. After he has seen the facts, he is ready to represent them his own way. He applies his color in the way that is prompted by the rhythms of his reactions to the subject he is portraying. If and when such use of color fails to give him the satisfaction desired he is shown appropriate masterpieces as suggested above.

In the junior high schools where art is an elective more control in the handling of the media, more individual charm in the use of media, and more personal interpretation of theme are urged. In the senior high school

where the students are increasingly selective, a more professional quality of expression through greater variety and scope of thought and through significant individuality of interpretation and representation of thought is expected.

Sincerity of effort is definitely sought. The child is discouraged in careless, superficial, and too imitative expression. In each thing that he does he is expected to feel joy in expressing his growing individuality in the most beautiful way he can.

Each child is his own critic first. He puts his picture in a frame and steps away from it to get its real effect. Whatever he sees to do to enhance it, he does. When he needs the help of the teacher he asks for it. By

intelligent comment and questions he is helped to see not only wherein he has attained beauty, but also wherein he can add more beauty.

Frequently groups of children work together in the expression of one idea. After the idea is decided upon, each brings to it all he has in the way of theme, technique, composition, and color. Each is a critic of the piece in different stages of development.

Art in the public school helps each child to attain his maximum of beauty in expressions vital to him. It leads him to see beauty in things about him and in the art works of great men. It aims to stimulate the individual to his highest capacity for seeing and creating beauty.



WHITHER SECONDARY EDUCATION?

By WILFORD M. AIKIN

Director, Commission on Relation of School and College

Any significant improvement in the work of the thirty schools in the eight-year study of the Commission on the Relation of School and College must grow out of the attempt of the school to serve better its own youth in its own community. As a result, there is marked variation in the changes made in the thirty schools. In most of them the major points of emphasis are more accurate knowledge of the capacities, interests, and needs of individual students; greater flexibility of organization to permit more effective adaptation of the work of the school to the individual; development of ways and means for coordinating and integrating the work of teachers so that the student's experience has more unity and significance for him; elimination of content of doubtful value and inclusion of more significant subject-matter; a larger place in the school program for the social studies, with deep concern for a better understanding of American tradition and the implications of democracy for modern life; more significant participation by students in the life of the school; increased time, facilities, and opportunities in the fields of the arts; fuller and more intelligent cooperation of school and community; and more serious attempts to evaluate the results of the work of the schools in the lives of the students.

In the course of the three years since the schools began their innova-

tions, further study by the teachers has led to modification, change, and expansion of the programs proposed when the schools were accepted for participation in our Study. Year by year the teachers are seeing more clearly the interests, drives, and purposes of young people, and the nature and problems of our American democratic society, and are modifying their work accordingly. This process will doubtless continue throughout the period of our Study until it ends in 1941 and we all hope to move ahead year by year, seeing our goals more clearly at each step of our progress and discovering steadily what changes to make in the schools in order to achieve our purposes more effectively.

Reports of progress have been, and will continue to be, published from time to time but the final report should be a complete, comprehensive, detailed account of the whole project and each school's part in it. We hope at that time to be able to record what each school attempted to accomplish, the means it used to achieve its purposes, and as accurate and complete measurement of results as it is possible to make.

An examination of our work thus far confirms us in the belief that it will be of genuine importance and significance to secondary education throughout the country if carried through to its conclusion in 1941. These results are now evident:

I. The thought and growth of

everyone connected with these schools have been definitely stimulated. The challenge which this project has brought to teachers and administrators has resulted in very serious thinking about our responsibility to the boys and girls in our care. I am quite sure that the great majority of the teachers in all of the schools would testify that these last three years have been the most interesting, and productive of their own growth that they have ever known.

II. The fact that this small group of schools has been cooperating with the colleges, seeking better ways of serving our youth, has stimulated secondary schools and, to some extent, colleges in many parts of the country, to undertake similar studies. Secondary schools without this unique arrangement with the colleges have had much greater freedom than they have used. Hundreds of secondary schools are now seriously re-thinking the problem of their responsibility to their students.

III. A new spirit of cooperation between schools and colleges has definitely been established. The frequent conferences between school and college representatives have been appreciated and welcomed by both groups and there is now a better understanding of secondary school problems by college representatives and of college problems by secondary school representatives; and a clearer recognition of the essential continuity of the whole educational process.

If the Study can be carried through as planned, we may expect a continuation of these values and the following further developments:

I. There will be definite improvement in the evaluation of the results

of teaching in our secondary schools. The work of Dr. Tyler and his staff in this field has already been productive of results but it is still in its early stages. Schools generally have been able to measure the growth of their students towards objectives only in certain relatively narrow fields such as knowledge and skills. Every school has listed among its important objectives such goals as ability to think clearly, understandings, appreciations, interests and attitudes, sensitivity to social problems, and concern for the general welfare. We are seriously attempting to assist schools in determining whether these results are being achieved. We have reason to expect that techniques and many useful instruments of evaluation in these fields will be developed under Dr. Tyler's direction in the course of the next five years for effective use not only in our thirty schools but in schools generally.

II. We have good reason to expect the development of much more satisfactory ways of recording the growth of students in secondary schools and of reporting that growth to the colleges when the students become candidates for admission. This problem has been discussed at length in our conferences with college admissions officers and it has received continuous study by a Committee on Records and Reports of which Dr. Eugene R. Smith is chairman. It is a difficult task. Much has been accomplished but there is much more yet to be done. We may expect as a result of our work on evaluation and on records and reports to develop procedures to be adopted successfully by schools and colleges generally which will free the schools from rigidly

prescribed patterns for preparation for college, permit them to adapt their work more satisfactorily to the needs of individual students and at the same time provide colleges with more abundant and significant information for purposes of selection of students and of guidance after they are admitted to college.

III. There is evidence to show that the schools are discovering how to achieve greater mastery in learning through the acquisition of such techniques as reading with speed and comprehension, observing accurately, organizing and summarizing information; ability to work with many kinds of materials; capacity to see facts in their relationships; ability to state ideas clearly; techniques essential as a foundation for later advanced study; also to find ways of breaking down the barriers which artificially and harmfully separate subjects of study and the work of teachers in various fields, and to discover how to make breaches in the walls which often so separated school from community life as to make school life ster-

ile and relatively insignificant.

IV. There are many indications that our project will cultivate in college and in the public, open-mindedness and hospitality towards experimental studies in secondary schools and colleges and that it will further the continuing study of the adaptation of the curriculum to changing times and the needs of individuals.

The Commission's concern is not only for the boys and girls in our thirty schools, but for all the youth in all high schools. Whatever our study develops of real value should find its way into the schools of the country. When our study ends in 1941 many agencies will have been developed to carry on. Already undertakings stimulated by and based upon the Eight Year Study have been inaugurated in California, Utah, Oregon, Washington, Georgia, Ohio, and Michigan. By 1941 we hope to see such studies undertaken in a large majority of the states of the Union. This, it seems to me, is a logical and proper outcome of studies fostered by an educational foundation.



CURRICULUM REORGANIZATION IN A CHICAGO HIGH SCHOOL

By PAUL R. PIERCE
Wells High School, Chicago, Illinois

The current semester marks the close of two years of experimentation with a core curriculum at the Wells High School. All pupils entering Grade 9B in, and subsequent to, September, 1935, have pursued the new program. Experimental procedures are carried on subject to the regular requirements of the city system with respect to teaching staff, pupil load, and equipment, thus increasing the validity of outcomes for public school use. The crowded condition of the building necessitates continuance of an extended school day.

NEW COURSES DEVELOPED DURING SECOND YEAR

Ninth Grade—Core courses established in the ninth grade during the school year¹ 1935-1936 have been revised and supplemented, particularly in the health-instruction divisions of science and physical education. On the basis of scientific studies of health instruction, notably those of Ruef² and Chappellear,³ phases of

health living for which the school may be held responsible have been apportioned among science classes, physical education classes, and homeroom sessions, thus making them an integral part of the core curriculum. Science classes, for example, are responsible for detection of pronounced defects in teeth, sight, and hearing, and follow-up of treatment through family physicians or medical clinics. Pupils are required to keep individual records of diagnosis and of progress in treatment. Physical education classes perform like services with respect to skin and orthopedic disorders; the homeroom cares for exclusion and readmission in case of contagious diseases; and the office assumes responsibility for providing for medical examinations and coordinating various elements of the health program.

With the view of developing the economic consciousness of pupils in the ninth grade, experimentation has been conducted with the correlation of junior business training and ninth-year social studies. The new course, entitled "Economic and Social Living," is designed to replace provisionally the present social-studies course in the core curriculum.

To engender interests and habits that will improve everyday living both in and out of school, all ninth-grade pupils devote one class period each week in physical education to the

¹ PIERCE, PAUL R. "Major Steps in Reorganizing a High School Curriculum." *School Review*. 44:655-666. November, 1936.

² RUEF, DOROTHY. *Health Education in Senior High Schools*. Teachers College, Contributions to Education, No. 636. New York: Teachers College, Columbia University, 1934.

³ CHAPPELEAR, CLAUDE S. *Health Subject Matter in Natural Science*. Teachers College, Contributions to Education, No. 341. New York: Teachers College, Columbia University, 1929.

elements of polite social intercourse, including forms of courteous usage between the sexes, neat appearance, adequate sense of rhythm, and good taste and form in social dancing. These classes meet in groups of approximately fifty boys and fifty girls and are conducted by the athletics coach and women teachers of physical education. The aim is to afford the students, a majority of whom come from financially underprivileged homes, an opportunity to enjoy the social activities of high-school life from the beginning and to foster wholesome recreational pursuits in the school community. Outcomes noted are a less self-conscious and more wholesome attitude toward the opposite sex, better manners in the school cafeteria, and improved attendance and dancing form at ninth-year social functions.

Experimentation with the industrial arts laboratory, initiated⁴ in February, 1935, has been extended in connection with a cooperative experimental enterprise involving four other high schools, and conducted by the director of industrial arts for the city schools.

Tenth Grade—The core subject fields in the tenth grade continue the general fields of the ninth grade, namely, social studies, English, science, music or art, and physical education. However, experimental courses have been established in social studies and science at the tenth-grade level. The Modern Economic World consisting of world history correlated with commercial geography, provides a picture of the modern world and its main

economic units. Two units, Our Heritage from the Ancient World and Europe before the Industrial Revolution are utilized to introduce the modern scene. Among other units are The Orient in World Trade and Diplomacy, Africa's Commercial and Political Importance, and United States and World Relations.

The experimental core course in science is Biology for Everyday Living. The first semester is devoted to health, dealing with such aspects as the relation of living things to environment, improvement in methods of protecting life, the internal processes of the human body, and significant phases of the reproductive process. The second semester is concerned with significant implications of biology for social and intellectual living. The course is taken by all tenth-year students—230 in Grade 10B and 670 in Grade 10A—and occupies five regular periods weekly, extra laboratory periods being provided only for college-preparatory groups. Adapting instruction in biology to meet everyday needs has resulted in a number of innovating methods of presentation and an abundance of materials drawn from community sources.

Other Grade Levels and Areas—Experimentation on a limited scale has been conducted with classes in bookkeeping for personal use, a course in physical science for non-college students, and a twelfth-year class project in writing a local history.

New techniques are being developed in organization and administration of extra-class socializing activities. All student socializing affairs are being classified with the aim of producing a program which will utilize activities bearing on future as well as

⁴ PIERCE, PAUL R. AND HUNTER, TED R. "Reorganizing a High School Shop." *Industrial Arts and Vocational Education*. 26:78-80. March, 1937.

current living, contribute to the well-rounded development of pupil personalities, and include all members of the student body.

With the view of utilizing fully community social and recreational facilities in the educative process, an investigation of both in and out of school activities has been made through the administration of a special diary form to all students over a period of seven consecutive days. The data have been classified for use as curriculum materials in the classrooms. These data are supplemented by a printed leaflet containing classified lists of the chief health, religious, and recreational facilities of the school community.

RELATING THE WORK TO CENTERS OF INTEREST

The centers of interest for Grade 9B, namely, The School, Home Living, The Local Community, and The Metropolitan Community, are based essentially on the following principles: (1) Activities necessary for everyday living should receive primary consideration. (2) The potentialities of the school community should be fully utilized in developing learning materials. (3) The curriculum must include provision for the abilities and interests of non-academic pupils. A unit of each subject-field of the core curriculum is organized under each center of interest.

The principal, assisted by a committee of key teachers, provides a "lead" consisting of a suggested unit topic, the chief learning objective, and a series of unit subdivisions, or elements, for each unit. Taken together, these leads form the basic outlines of the core curriculum. How

the work of social studies, science, and mathematics is thus organized under the center of interest; the Metropolitan Community, is shown in the following brief excerpt:

CENTER OF INTEREST: THE METROPOLITAN COMMUNITY

Social Studies

HOW OUR CITY AFFECTS OUR LIVING

Learning Objective—To utilize the services of the city and cooperate in improving them.

Unit Elements: Chicago as a group of communities; providing parks and play space; care of the aged and unemployed; regulation of traffic; fire and police protection; transportation of people and goods; metropolitan press and communication services; school and library systems; metropolitan business establishments; city cultural and social agencies; the City as a railway and industrial center; community planning and improvement.

English

HOW THE CITY BEGAN AND DEVELOPED

Learning Objective—To practice language activities through study of metropolitan development.

Unit Elements: cities of early civilization; European cities of late middle ages; first large cities of United States; what causes large cities; Chicago's early beginnings; important factors in the growth of Chicago.

Science

HOW THE CITY SAFEGUARDS HEALTH

Learning Objective—To improve health practices through a better understanding of our city's services for physical welfare.

Unit Elements: metropolitan public health agencies; city-wide philanthropic health services; disease germs and quarantine; ventilation

of public and private buildings; inspection of milk, meat, and other foods; disposal of sewage and other refuse; activities of city health supervisors, doctors, and nurses; provisions for the city's water supply.

Mathematics

PROBLEMS OF A METROPOLIS

Learning Objective—To gain a quantitative understanding of the problems connected with the administration of a metropolitan area.

Unit Elements: the extent, location, and numbers of governmental agencies in the metropolitan area; the budgets of metropolitan governmental units; city transportation problems and schedules; city and county taxation problems; problems connected with public works; expenditures for public services; birth, death, and health statistics.

The unit topic is designed to cover the most significant concept which the given subject field can contribute to the center of interest, in the light of the everyday-living needs of the pupils. The elements not only aid the teacher and pupils in completing the construction of the unit, but constitute a vehicle by which the principal's curriculum committee may effect integration between the subject-fields and prevent measurable overlapping of effort. Further integration can be accomplished through conferences of teachers having the same pupils in their subject-field classes — a procedure frequently attended by difficulties in the complex program of a large city school. English is not taught in conjunction with social studies, but is based on a developmental aspect of the center of interest.

The centers of interest in Grade 9B particularly turn teachers and pupils toward daily living activities.

Units organized under The School serve to train the pupil how to plan his work and study, how to utilize school health and recreational facilities, how to participate in student control and other socializing activities, and how to utilize expressional and handwork skills in other learning activities. The centers dealing with home and community turn the attention of teachers and pupils away from the isolating school walls and abstract study *about* events remote in place and time, into the community and first-hand dealing with actual living. Pupils are no longer questioning the "use" of school work; they are gaining insights into, and appreciation of, the work and sacrifices of their parents and other members of the community. Parents sense better the purposes of the school, and improved school-home relations result. Pupils bring to class a wealth of current materials in the form of clippings from local newspapers, pamphlets, commercial maps and pictures, and books, leaflets, and statistical charts from government and social agencies. These are supplemented by data obtained through class excursions to survey significant aspects of community life. Pupils and teachers organize and duplicate these materials for classroom use.

In Grade 9A, the centers of interest are designed to take the pupil beyond his immediate environment to wider areas dealing with future as well as current living. They are as follows: Conservation of Our Cultural and Material Resources, Our Changing Methods of Production and Distribution, Governmental and Other Social Agencies in Cooperative Living, and Relation of Work to

Effective Living. The last center is particularly helpful in connection with guidance.

In the tenth grade, owing to the more specialized nature of the subject-fields, it is not advisable to have all core fields contribute to each center of interest. Biology and Modern Economic World possess many essential aspects which cannot, without considerable distortion, be organized under a common center of interest. Consequently, contributions to centers of interest in the tenth grade are made by groups of core fields, and at times by single subject-fields. The centers utilized are Health, Social Relationships, Effective Use of Leisure, Economic Consciousness, Intellectual Living, and Vocation. Biology, physical education, and the homeroom contribute to Health; English, music and art, and socializing student activities chiefly to Leisure Time; Modern Economic World to Economic Consciousness; and the like. Unit leads are employed for each subject-field under the center of interest to which it contributes, as in the ninth grade.

The method described has the merits of utilizing curriculum elements of established worth, of being sufficiently simple and clear-cut for use by the average teacher, of fitting conveniently into the complex program of a large high school, and of turning teachers away from the formalized *study* of subject-fields to their *utilization* as aids to effective current and future living.

HOW PRINCIPALS MAY FACILITATE CURRICULUM CHANGES

The first essential for a principal desiring to develop a program of cur-

riculum reorganization is to enlist his staff in a study of curriculum construction. With the guidance of curriculum experts, a set of basic principles should be formulated. The principal should train his teachers how to determine instructional materials and methods in the light of basic principles; otherwise a fragmentary program or merely a series of innovating practices is likely to result. Community needs may be determined through school-conducted surveys, and pupils' interests and activities through the administration of a diary record in English classes, covering stated periods of time.

The work of the teachers may be directed toward the community and the activities of living through organization of instruction under centers of interest. To assist teachers and coordinate their efforts, the principal, assisted by a committee of key teachers, should provide unit "leads" in the various subject-fields under each center of interest. Many teachers need concrete assistance in constructing units from the leads; this may be provided by a form containing the main headings under which units may be outlined. The principal should stimulate teacher and pupil effort through provision of a laboratory atmosphere. Room libraries, visual aids, and training in how to collect, organize, and duplicate materials from community sources, should be provided. Finally, the teacher should be shown how to keep clinical records of new procedures, in order that they may be evaluated, and in order that areas requiring new techniques and further experimentation may be indicated.

MAKING MATHEMATICS A TOOL

By GEORGE A. BOYCE
Bronxville, N. Y., Public Schools

That mathematics is a tool is axiomatic. What it should be a tool for, and how it should be used, is a major issue in secondary education today. Tradition has made secondary mathematics a tool for college entrance, for engineering students, for other specialized professional work. In other words, secondary mathematics has been looked upon as a tool for more mathematics, something worthwhile in itself.

Under pressure from many fronts, particularly the increased heterogeneity of the high school population, textbook writers have begun to place somewhat more emphasis upon the appreciation side of mathematics—the aim being to make students more aware of the historical contributions of mathematics to modern society.

In the opinion of the writer, neither the traditional concept of mathematics as a tool for more mathematics, nor an increased emphasis upon the side of abstract appreciations, is an adequate concept of the role of secondary mathematics in a modern democracy. The chief reason for the need of a broader outlook on the role of mathematics today is the now generally accepted, basic axiom that all education, particularly elementary and secondary education, must be a meaningful training for life.

Modern society has now reached a point where social and economic problems loom as large on the horizon as problems of control of the

physical world. The nature of these problems requires quantitative treatment and a fact-finding, objective spirit as well as the specific techniques of the mathematician. Fortunately, modern mathematics has developed the techniques required for such a study.

Common observation has shown that teaching mathematics in a vacuum, disassociated from life's realities, makes it fail to function properly in the crises of everyday life. We all know that teaching people to add on the blackboard is one thing, but teaching them to add and subtract at the grocery store, or in the automobile salesroom is another. When the extraneous variables creep in, our traditional mathematics teaching fails to function. This is the keystone of modern psychology which views learning as much more complex than the simple stimulus and response mechanism which calls for meaningless repetition.

Measurement involved in social and economic problems presents at the outset new types of difficulties, such as stating a precise definition of the problem or phenomenon being measured. We know that difficulties will be encountered by the student in choosing sources of data, in collecting data, in tabulating and manipulating socio-economic data. We know that he will have to use a high degree of logical thinking in interpreting his data and drawing sound conclusions.

However, we have little research as to details in this area. In regard to a study of logic applied to quantitative thinking, at least several years of study would be required for adequate treatment, but we have no research concerning what aspects of that knotty subject should be taught on the secondary level. Nor do we have any experience in grade placement or organization of such materials on either a logical, topical, or functional basis of organization, for secondary schools.

The fact remains that there is a job to be done in this direction and, when it is done, mathematics will play a much more significant role in the thinking and way of life of the nation. Furthermore, in spite of a lack of detailed research on quantitative thinking in socio-economic problems for young adults, we do have a large number of well-established working principles in philosophy, psychology, and other fields. The most important immediate task is for classroom teachers to begin to experiment on a wide scale in putting into practice the things which we already know.

In examining a large number of socio-economic problem areas that lend themselves to quantitative thinking, the writer has found the following criteria helpful in selecting units for study:

1. Choose a problem that is crucial.
2. The problem should not immediately call forth strong emotional feelings and prejudices on the part of the pupils themselves.
3. The problem should not immediately raise basic social issues.
4. Select a problem that challenges children's basic interests.
5. The problem should be one in

which the varying aspects can be understood at the age and intelligence level of the group.

6. The problem should involve the welfare of the great mass of society.

7. The problem should lend itself readily to critical and realistic development.

8. There should be in the nature of the problem a vision of what might be possible for a better future world.

These criteria have led to the development of three specific units of the junior high school level dealing with family finance, health, and leisure.* On the senior high level there have been developed two experimental units of a projected series dealing with problems of the earner, and problems of the buyer.¹ These have been designed to fit into the present scheme of school administration and time allotment for mathematics. They are merely suggestive of a great range of other possibilities both as to content and method of organization.

Under present school practices it has been found entirely practical to make more provision in both the junior and senior high school for mathematics courses which will better meet social and individual life needs than has been our traditional practice. This is true even for schools which worry about preparing their students for college entrance. Many colleges now permit a small number of "free electives" for entrance credit so that college preparatory students may elect a socio-economic mathematics course

* BOYCE, GEORGE A. AND BEATTY, WILLARD W. *Mathematics of Everyday Life* (a series of five units). New York: Inor Publishing Co., 1936.

¹ BOYCE, GEORGE A. AND ROSANDER, A. C. *Social-Economic Mathematics—The Earner and The Buyer*. The Bronxville Schools, Bronxville, N. Y., 1936. Mimeographed.

as one free elective. This would give better preparation to those whose later college work is to emphasize sociology, economics, and the like. Such a course need not be looked upon as one to be chosen only by those unable to profit from the engineering mathematics such as solid geometry, and trigonometry.

As schools begin to recognize these needs and possibilities, we shall have to consider a continuous program of economic education based in part upon the techniques of the mathematician. We have found that an enumeration of objectives for socio-economic mathematics gives such a long list of possibilities that one wonders how schools will find enough time to teach the kind of quantitative thinking required in everyday living today. In building a new high school course, we were forced, as a practical measure, to select some area which would comprehend as many objectives as were practical in the limited teaching time.

Whether or not this functional type of organization is superior to a logical or topical method of organization at all levels, is a matter upon which extensive research is still required. There is much to be said in its favor, however. Certainly the experimental approach should be the forerunner of the more abstract treatment, and when supplemented with appropriate drill work according to individual needs, a functional organization permits a much more realistic treatment.

So far as pupil reactions to socio-economic mathematics are concerned, there is little doubt as to the increase in interest. The pupils not only feel the worth of their study but, what is

more important, have been led to think for themselves in developing concepts about modern society which they would otherwise not have acquired in school routine. For example, when students themselves have gathered and tabulated data as to changing occupational patterns and drawn their own conclusions from the data, they have not only had first-hand experience in learning mathematical techniques but they have used these techniques in arriving at a socio-economic generalization. Mathematics to these students has become truly a tool for building and discovering.

It should be noted that the writer does not argue for the elimination of a rigorous course in traditional mathematics from the curriculum. Society will continue to need many competent, pure mathematicians and technical users of mathematics. On the other hand, if the public school is ever to become a democratic institution for all the people, we must also build courses which will enable them to meet life more successfully. We must offer courses which will enable them to work through and solve our socio-economic problems as well as our engineering problems.

The foundation for a realistic study of our everyday socio-economic problems in quantitative terms should be begun on the junior high school level. At this period young people take significant steps toward becoming part of our modern democracy. On the senior high school level this should be continued so that the pupils show sufficient growth in democratic understandings and quantitative techniques, to be really ready for life. Herein lies a real challenge for a new mathematics in our new curricula.

SHORT ARTICLES

THE ROLE OF TEACHER EDUCATION IN THE NEW ARKANSAS CURRICULUM

By ED McCUISTION
Arkansas State Department of Education

Following four years of cooperative effort to improve instruction, in which thousands of teachers, P.T.A. members, and school executives participated, we have produced a tentative course of study for our elementary and secondary schools. These courses propose a new basis for organization of the instructional program and suggest many far reaching changes in content, organization, method, and aims of education. The implications of such changes for a program of teacher education become immediately apparent.

Early in the present school year, the approved institutions of the state requested State Commissioner W. E. Phipps to furnish guidance from the State Department of Education for special consideration of this phase of the long-time curriculum program. Ed McCuiston, Director of Teacher Training and Certification, was assigned to direct this enterprise.

The first step in this direction had already been taken. A selected group of college, high school and elementary teachers, members of a special seminar group at Peabody College last summer, organized to consider implications of the new curriculum for teacher education. Ten states were represented in this seminar. Reports of problems considered were combined and edited by Dr. Doak S.

Campbell, Director, Division of Research and Field Studies, George Peabody College. This bulletin has been used by all institutions to guide study groups in considering their own special problems.

A series of three conferences was held during the week of February 1 at the state university and one at the two teachers' colleges. More than two hundred members of college faculties and school executives attended these conferences. Panel discussions were followed by an open forum in each session. Problems raised in these discussions will be referred to a special seminar group planned for the summer session at the state university. It is hoped, eventually, to reconstruct the state's scheme of training and certifying teachers in harmony with the changing needs indicated by the new curriculum.

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DR. DEWEY'S PHILOSOPHY AND THE CURRICULUM

By A. L. THRELKELD
Superintendent, Denver, Colo., Public Schools

It is my purpose to refer to certain meanings which I think Dr. Dewey's philosophy has with reference to the problems of curriculum revision. If the process of education is one of continuous reconstruction of experience toward an even better life, it obviously follows that curriculum making must be a continuous process. This is a very simple observation, but it is difficult to establish in practice the

habits which correlate with a philosophy of change. Teachers and all the rest of us have a tendency to wish for a situation in which everything is settled and no important questions are raised. We would have courses of study to teach, and once we start teaching them, we would not have them changed. In the initial stages of a curriculum revision program will often be heard the question: When shall we get through with this job of curriculum making and have this question of what and how we are to teach settled, so that we can go about our business without disturbance? That our business in a democracy is the maintenance of a continuous program of reconstruction is a point of view which, as I have indicated, it is difficult to establish. Few indeed are those who are happy in the rigorous climate of pioneering. The line of least resistance has always seemed to be that of resting on the past. The application of our intelligence to the past in order to reconstruct it and use it as a basis for going forward to a better life requires will. Telic evolution is not easy, but it is the challenge of the hour, nevertheless. It is the priceless privilege bestowed upon men through mind.

This point of view, implied, I believe, by Dr. Dewey's philosophy, requires that the work of both teacher and pupil be purposeful. We have for many years been emphasizing in our professional discussions purposeful activity for the pupil. I believe we have not so clearly seen that this implies such activity for the teacher. Purpose is primary in intelligence. Perhaps the most effective way to establish genuine purpose in the work

of teachers is to include them in a cooperative program of curriculum reconstruction. Such a program inevitably causes the why question to come up and to keep coming up. Thus intelligence as to what the school program should be is developed. Purpose operating from within is substituted for insect activity. Teacher and pupil lead themselves out and up, and thus education comes to have its real meaning.

The implication of this point of view for content and method in the curriculum simply stated is that we are to teach pupils to think and by thinking to bring their lives under control. Practically every one is willing to give lip service to that statement. Perhaps there is no statement more popular in our country at this time than that we should teach our pupils how to think for themselves. Generally, we say it is the function of our schools to teach pupils how to think, not what to think. We blandly state this purpose for schools as if by its acceptance we could escape dealing with live, controversial issues. It is naively assumed that by some *hocus pocus* we could teach pupils how to think without permitting them to think about anything. Thus the slogan "teach how to think, not what to think" may for many represent a flight from reality which is pathological in all its implications, or at least it may be in the nature of an anesthetic. The real question is, How are we to teach pupils to think? The implication for curriculum making of Dr. Dewey's writings on how thinking occurs are very clear. We must introduce pupils to reality and to the methods of intelligence in dealing with reality. People, young or old,

do not learn to think in a vacuum. They learn to think by thinking—not about nothing, but about something. They get the most rigorous experience in thinking—the kind that develops the most virile minds—by dealing directly with vital matters. No mind was ever developed by thinking merely about dead issues. No mind was ever developed to count for anything by merely reflecting about live issues. What is required is thinking and dealing with live issues, or at least there must be no lasting separation between thinking and acting.

Now, what does this imply, especially for the social studies field in our high schools and colleges with regard to controversial issues as content for the curriculum? The answer is clear. Controversy—here I am not referring to mere conflict of physical force or mere conflict of passions—is necessary to the development of power to think effectively. An age of controversy is always an age of thinking, or, to put it the other way around, an age of thinking is always an age of controversy. There is nothing to fear in controversy. There is everything to fear in our unwillingness to face controversy in the frank spirit of genuine truth seeking. I believe that the supreme virtue of democracy resides in the fact that it is the way of life which survives free thought and discussion.

Surely it is clearly implied at this point that curriculum construction must be a cooperative process broad enough to include the lay public generally, the parent, the pupil, the teacher, and all the rest of us who are engaged in various capacities in the work of education; and that the

life of the schools must be addressed to the life of the society in which they exist. Teachers and administrators alike must be students of society, and through their interest in social welfare and through their knowledge of the dynamics of social change, they should constitute a professional leadership in the reconstruction of life to ever higher levels. Schools must not be apart from life but a part of life. Their meaning as a social institution must reside in their necessity to society as a means toward a better life.

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VALUATIONS THROUGH ANALYSIS OR SYNTHESIS?

By DAVID SNEDDEN
Palo Alto, California

The January issue of CURRICULUM JOURNAL contained side by side two very short articles, one by Professor Goodwin Watson and one by the present writer, on certain techniques of valuing learnings. The titles as well as the too brief contents of these articles may easily produce confusion in the minds of some readers. Probably only case studies will make clear what we are trying to say.

To this end the best start can perhaps be made by reflecting critically upon the learnings already made by the reader in some clearly defined area of personal interest or more or less visible functioning. The next best start can be made, but only in the face of considerable obstacles, by studying the already achieved learnings of Henry Brown or some other mature associate in some well-defined and, we hope, delimited area of *his* personal interest.

Such an area might be designated by any one of the following expressions: What I now *know*—that is, have learned, about China and the Chinese; malaria and the prevention of malaria; the life and works of Goethe; the internal mechanisms of a present-day automobile. Confronting the mass of achieved learnings of oneself or Henry Brown in any one of these areas, there are several quite unlike purposes yet related methods of attack upon which we might focus attention:

a. What are the significant characteristics of this mass of learnings—characteristics of resolvability into components, of present organic or mechanical compositeness, of key illuminating ideas, etc? (As a botanist and an organic chemist might study an orange.)

b. What have been the processes by which this mass of learnings has *naturally* grown or been somewhat artificially produced. (Again parallels with oranges.)

c. What have been, what are, or what may yet be, the values of all or some portions of the mass of learnings under scrutiny—values, that is, to the possessor personally, or, through him, to his wife or child or to various members of his local community group or, in wider ways, to his fellows in the state society? (Similarly: what are the values of all or some parts of an orange—to a particular parent or child, etc.?)

So far our purposes have perhaps been those of scientist or philosopher unconcerned with utilitarian ends. But pass on:

a. To what valuable ends do I judge that my child or Henry Brown's child should acquire learn-

ings in this area? (To what valuable uses can we put oranges?)

b. If we find such valuable ends to be served, to what extent can we leave to inexpensive *natural* or ordinary commercial agencies the acquisition of the desired learnings, and to what extent must we *cultivate* them through paid teachers and schools? (In order to assure future health to our child—or Brown's—can we rely on nature's supply of wild oranges, or on what the market provides or had we best grow them ourselves?)

c. If we decide to *produce* certain desired parts of the whole of the valuable learnings in the chosen area, then what means (teachers, schools, lessons, teaching methods, etc.) will prove most efficient and economical? (If we must grow oranges ourselves or from wild oranges make orange juice or from bought oranges make marmalade, what are the best means and methods to be employed?)

Now, in the various foregoing processes bearing on learnings, where do technique processes of what may respectively be called analysis and synthesis apply?

a. Clearly that composite of learnings implied by the statement "he is a good speller" must be analyzed down to learnings of the spelling of individual words, both for purposes of full description and for valuations.

But perhaps not for best methods of teaching. Perhaps the best methods of procuring effective learnings of the barbarous spelling of such words as *write*, *right*, *rite*, *wright*, *separate*, *siege*, and the like is, as it were, to embed or integrate them in large and interesting complexes or projects and have the desired learn-

ings achieved as by-products of activities. Surely it is teaching methods with which Dr. Watson seems to be concerned in his syntheses. True, the overlapping soils may be richer, as he says—but can they be profitably cultivated?

b. Doubtless there are complexes, natural units, or other integrations of learnings which can be, perhaps must be, valued as wholes. But what are they—learnings of French, or of the geography of China or of the uses of money as currency or the service of Lincoln or even of the multiplication table or handwriting? In these areas of valuation I fail to understand Dr. Watson. Even somewhat incorrect learnings of particular spellings or conventional forms of letters in handwriting have nevertheless some values.

What any one of us who has never visited South America has neverthe-

less learned of the geography of Argentina is only a very small fraction of what might be learned—and even so it is easily resolvable into a thousand strands or units. Quite possibly our processes of evaluating both the sum total as well as particular parts of our stock of learnings of the geography of Argentina might convince us that if our coming generation of pupils achieve the same learnings, but more economically, (that is, by improved methods) that will be good enough.

Does Dr. Watson believe that the economist's law of diminishing returns applies to constituent learnings making up the composites designated in the fourth paragraph of this paper? If so, how can such valuations be made except as based on units of some kind disclosed through analytical processes?



SOCIETY AFFAIRS

THE MEETINGS IN NEW ORLEANS

By J. MURRAY LEE
Burbank, California, Public Schools

Outstanding at New Orleans were the Society's cooperative meetings with other associations concerned with mutual problems, and the presentations for critical analysis previous to publication of the Yearbook on Curriculum. Profitable, indeed, were the joint sessions with the Department of Supervisors and Directors of Instruction, the National Society for the Study of Education, the American Educational Research Association, and the National Association for Research in Science Teaching. In no way did the Society for Curriculum Study tend to lose its identity, but rather, it resulted in much wider spread of its influence.

Implications of the presentations of the two yearbooks, the completed Yearbook for the N.S.S.E. on The Teaching of Reading, A Second Report, and the proposed Yearbook on the Curriculum, can be profitably studied in determining future policies. The session dealing with the Yearbook on Reading was the presentation of a completed work. While in no way did this detract from the significance of the yearbook, the feeling one carried away was, "Here it is—make the best of it." In contrast to that was the discussion of the proposed material to be included in the curriculum yearbook. The advantages of a number of people critically considering materials of each chapter were

obvious to those in attendance. Undoubtedly, there was not a single one of the authors who will not rewrite his or her chapter in light of the discussion and various points of view which were presented. The final product will be of much more significance for education than if the yearbook had been completed and presented to the group. The technique developed by the Society for Curriculum Study and the Department of Supervisors and Directors of Instruction can profitably be copied by other groups who prepare yearbooks.

At the first meeting Dr. Harap outlined the general program of the Yearbook as a basis for the meeting which was to follow and the evening meeting. Dr. Hand outlined a chapter on Trends, especially emphasizing a study which had been made of what superintendents thought teachers thought about curriculum problems. Dr. Horn, in criticizing the report, suggested that the choices were so worded that they undoubtedly had considerable influence on the replies. He also pointed out that we were reaching a crisis in our instructional materials and that there was need for the newer type curricula. Every school man who has worked with curriculum departures has found this to be one of his most important problems. Dr. Zirbes in discussing the philosophy of the curriculum stressed three factors to be considered for each child: his uniqueness, his maturation; and his social background. "Integration," she pointed out, "is a con-

tinuous process. Integration is taking place to be followed by disintegration, which in turn, results in integration on a higher level." Dr. Kilpatrick in his criticism pointed out the possibility of determining which are the most abiding traits. In stressing those he also urged that we do not accept a blind concept of maturation; that it varies over the whole scale. For instance, sex stirring varies as to climate, health, general physical condition, and community mores. How much more then is reading readiness a learned condition?

Dr. Rankin outlined in detail suggestions for planning for curriculum development and Dr. Hall pointed out the need of carrying your community with you through a public relations program if curriculum changes are to be successful. Dr. French presented in mimeographed form the outstanding issues in the curriculum. Dr. Counts, in his remarks on Dr. French's presentation, stated that the outstanding question today facing the world was the relationship of education to the state. He urged that educationists do not regard social change as a process of education such as adding bricks, but rather a reorganization to care for all elements which change introduces.

At the first annual luncheon each of the committees gave a brief report on the activities of the Society. At the evening meeting, a continuation of the morning meeting on the Yearbook, case studies of curriculum development were stressed. Dr. Melby pointed out the need of including many forces of the community when planning curriculum development. The remaining three papers by Dr. Charles Knudsen, Miss Prudence

Cutright, and Miss Edith Bader were devoted to criteria for the evaluation of case studies of curriculum development, studies of developments in schools and studies of developments in classrooms. The one outstanding weakness is a judgment of a curriculum by the printed material which the school system issues. In most cases this material is a proposed plan. What actually happens in the classroom may be entirely different. It might be well if we as curriculum people would write "logs" of our experiences as well as ask our teachers to write "logs" of their units.

At the afternoon session, with the usual ceremony surrounding such occasions, the Yearbook on Reading was presented to the National Society for the Study of Education and the American Education Research Association. The meeting was marked by excessive amiability. The amount of agreement at the meeting, however, should not be taken as an indication that the readers of the Yearbook will be in as complete agreement. The Committee did not hesitate to take a definite stand on a number of issues with which many persons, especially the left-wing educators, will undoubtedly disagree. However, as Dr. Judd pointed out at another meeting, we as educators are in agreement on the major issues. It is only minor differences over which we become articulate. Miss Goodykoontz, Drs. Gray, Horn, and Gates made the presentation for the Yearbook. Drs. Witty, Diederich, and Cushman commented on the Yearbook as members of the participating associations. Dr. Gates paid a tribute to Dr. Gray's ability to coordinate the efforts of the various members of the Yearbook Commit-

tee. This Yearbook, like the first Yearbook in 1924, should have a significant effect on influencing reading practices, especially on the elementary level.

The first meeting Monday morning was devoted to a panel on state curriculum programs. At that meeting several trends were definitely noticeable. First, there is an increasing number of states interested in curriculum development on a state-wide basis. Second, a number of states have valuable public relations programs preceding and accompanying curriculum developments. Third, the beginning which many states have made by encouraging experimentation of progressive schools has gradually spread the good work. Fourth, there is a nearly universal policy of including teachers in the development of new materials. There was a definite recognition of the fact that curriculum work was in reality a process of teacher training and a number of the programs utilized this approach. Fifth, difference in methods ranges from the prescription by the State Department of new curriculum to the encouragement of experimentation by isolated schools.

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THE COMMITTEE ON INTEGRATION

By L. THOMAS HOPKINS, *Chairman*

The Committee on Integration is rapidly bringing its work to a close. The manuscript will shortly be ready for the printer. It is hoped that the book will be available for use in summer school classes. No contract has yet been signed with a publisher, although three different publishing

houses are interested in the manuscript. It is expected that a contract will be signed shortly.

The book will be divided into two parts. Part I treats of the evidences for integration by a biologist, a psychiatrist, a philosopher, a psychologist, an artist, and a sociologist. The curriculum implications are written by the chairman. The contributors are: Professors J. William Buchanan, Professor of Zoology, Northwestern University; Pickens E. Harris, Professor of Education, University of Pittsburgh; Dr. I. H. MacKinnon, Head New York Psychiatric Hospital, Columbia Medical Center; Goodwin Watson, Professor of Education, Teachers College, Columbia University; Raymond H. Wheeler, Professor of Psychology, University of Kansas; E. C. Lindeman, Professor of Sociology, New York School of Social Work; Miss Sibyl Browne, State Normal School, Newark, New Jersey; and the chairman of the committee.

Part II of the book deals with the evidences of integration in school practice. This represents a survey of all degrees and types of practice in all parts of the country. It has been prepared from hundreds of letters, articles, mimeographed materials, courses of study, bulletins, and reports submitted to the committee by school systems in every state in the Union. Responsibility for the preparation of Part II has fallen upon the chairman, with the assistance of Mr. Irwin A. Hammer, Head of the Department of Education at the University of Omaha, now a student in the Advanced School of Education at Teachers College, Columbia University.

THE MEETING OF THE EXECUTIVE COMMITTEE

The executive Committee held its annual meeting at the St. Charles Hotel, New Orleans, Louisiana, on February 21, at 8:00 A.M. The full committee, consisting of H. L. Caswell, chairman, Herbert B. Bruner, C. L. Cushman, Bess Goodykoontz, Paul R. Hanna, Fred C. Ayer, G. Robert Koopman, and Henry Harap, was present during the entire meeting.

R. D. Russell, University of Idaho, and Prudence Cutright, Minneapolis Public Schools, were elected to replace Herbert B. Bruner and C. L. Cushman, whose terms expired March 1, 1937. Miss Bess Goodykoontz was elected chairman of the Executive Committee, and Fred Ayer was chosen vice-chairman.

The personnel of the Committee on the Annual Meeting was discussed. The suggested names will be considered by Miss Goodykoontz, the new chairman of the Executive Committee, who will announce the appointment of the chairman and members of the committee at an early date. Mr. Koopman, reporting for the Auditing Committee, recommended the acceptance of the financial report. He suggested that hereafter the report of *Building America* be incorporated with the financial statement of the society. The financial report was approved.

Paul Hanna, Chairman of the Editorial Board of *Building America*, reported that sales amounted to 100 per cent above those of last year. Despite this gain, *Building America* is not yet a self-supporting project. After considerable discussion, Mr. Hanna was

requested to convey to the Editorial Board the suggestion that an arrangement be made with a non-commercial agency for the distribution of this publication. If no such arrangement can be made, the matter might be taken up with commercial organizations. The Executive Committee expressed appreciation of the fine work of the editor, James Mendenhall, and the coordinator, Paul Drost, and ordered that this be made a matter of record.

The appointment of a committee on state programs of curriculum development was discussed at length. The Committee finally came to the conclusion that this phase of the Society's activities be delegated to the Committee on Regional Meetings and Conferences. On the recommendation of the Executive Secretary, the Committee approved the appointment of a Committee on Secondary Education to plan a long-time program of study and to proceed with preparation of a second volume on the changing secondary school to be published within two years. Some attention was given to the personnel of this committee, the final decision being deferred pending further study by the Chairman of the Executive Committee and the Executive Secretary.

The editor's report on the CURRICULUM JOURNAL was accepted. It was a summary of what had already been printed in the February number of this journal. A contract with Appleton-Century Company for the publication of the volume on the curriculum being prepared by a joint committee of the Department of Supervisors and Directors of Instruction and the Society for Curriculum Study was approved. The Committee

instructed the Executive Secretary to make an effort to secure a special advance publication rate on this volume for the members of the Society.

The Committee on Consolidation with the Department of Supervisors and Directors of Instruction recommended a continuance of the policy of informal cooperative activities but took no further action on official consolidation. The report was accepted.

The Executive Secretary was instructed to submit the following amendment to Article IV, Section 2, to the members for their approval: The members of the Executive Committee shall be chosen each year prior to the annual meeting as follows: the Chairman of the Executive Committee shall appoint a nominating committee of three members who will draw up a ballot of not fewer than forty nor more than sixty names, consisting of approximately one-half field workers and one-half college workers. The official position shall be given after the name of each candidate. From this point on the procedure is the same as in the original section.

The Executive Secretary was also instructed to submit an amendment to Article VI, Sections 2, 3, 4, and 6, in which the duty of appointment of committees is transferred from the Executive Secretary to the Chairman of the Executive Committee.

A communication from Mr. Edgar M. Draper, requesting a remission of a portion of the annual dues to the members of the Inland Empire Curriculum Society, was considered. The Committee wished to convey its appreciation of the services of Mr.

Draper in organizing a regional group, but decided that the budget did not permit of such an arrangement at the present time. Proposals were received from J. Earl Davies and Irwin H. Sasman recommending the appointment of a committee on rural education. The plans accompanying the recommendation were referred to a committee consisting of G. Robert Koopman, chairman, and Bess Goodykoontz, who will study the matter and report to the Executive Committee for final action.

A proposal of Edgar M. Draper to study the professional training of teachers for the new curriculum was referred to the Committee on Teacher Education. A communication from R. D. Russell was read, proposing the appointment of a committee to outline the type of textbooks most needed in various subject areas and to develop a plan for the production of such textbooks. The committee expressed an interest in the first part of Mr. Russell's proposal and instructed the Executive Secretary to ask him to submit a detailed outline.

On taking leave of his office, Chairman Caswell suggested the appointment of a committee on long-time plans of professional service for the Society. Miss Goodykoontz appointed the following committee: H. L. Caswell, chairman, Herbert B. Bruner, and Henry Harap. A motion was passed expressing appreciation of the services of Mr. Caswell, the retiring chairman, and of Mr. Bruner and Mr. Cushman, retiring members of the Executive Committee. The meeting was adjourned at noon.

—H. H.

REVIEWS

SCHORLING, RALEIGH, AND MCCLUSKY, HOWARD Y. — *Education and Social Trends*. Yonkers-on-Hudson, New York: World Book Company, 1936. 154 p.

There has long been need for a brief guide-book setting forth social problems in relation to education. Schorling and McClusky here make an attempt to fill the need. In twelve short chapters they discuss democracy, the functioning of our economic machine, concentration of economic control, the weakening of home and church, the complexity of modern life, population changes, peace efforts, fascism and communism, the effects of technological advance, the place of the expert in a democracy, the need for education, and the work of pressure groups. Each chapter has a brief statement of the central problems, their educational implications, a short reading list, and an excellent discussion outline.

The book is marred — although some would say it is made more acceptable — by the pains taken by the authors to avoid committing themselves on most questions raised. As a consequence the presentations seemed blurred and diffuse, instead of being sharp and challenging.

For example, although the authors declare that controversial issues should be raised in classrooms, they take the somewhat contrary position that it is bad to confront youngsters with unpleasant facts about which little can be done immediately. This principle

appears psychiatrically attractive until we realize that experience and non-school agencies are inevitably going to do what the authors would forbid schools to do.

The effort of the authors to be simultaneously realists and Pollyannas is abetted by what appears to be naïveté in economics. Speaking of the fact that the United States is no longer blessed with a frontier and the opportunity for youth once afforded by free land, they declare that this fact should not be used to create discouragement because: "All that a brilliant boy needs to do today is to go to a chemistry laboratory, devise ways and means of doubling the production of an acre, and he will have discovered an acre of ground in a far more comfortable way than his grandfather ever did by the wearying and dangerous trek across desert plains."

Such a statement may create a pleasing illusion, but it can have no other value when we realize that the problem of the boy is to acquire the first acre. Besides, the authors themselves furnish evidence that they are guilty of economic nonsense, because later they refer to the fact that if our present knowledge of soil chemistry could be *applied*, the acreage needed to raise foodstuffs would be reduced not to one-half but to 20 per cent.

Contrasted with the sort of thing of which the above illustration is but one instance, are fine and courageous discussions of pressure groups, political systems, freedom, and the social

impacts on education. These possibly save a book which otherwise might be discarded for its amazing omissions. Imagine two social scientists from Michigan in 1936 limiting their discussion of labor organizations to one short paragraph and forgetting all about industrial unionism! Judicial supremacy, farm tenancy, forces making for monopoly and price-fixing, American imperialism, and race relations are other topics considered either too unimportant or too hot to handle.

WILLIAM W. WATTENBERG
Northwestern University

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TIPPETT, J. S. AND OTHERS —
Schools for a Growing Democracy.
New York: Ginn and Company,
1936. 338 p.

Schools for a Growing Democracy by James S. Tippet is a helpful book for the reader who is seeking detailed descriptions of a new curriculum in the process of being constructed. With genuine care and honesty the author gives an account of the day-by-day experiences of a group of teachers and their leaders in studying and evolving necessary changes in modernizing the curricula of the schools in the Parker School District, Greenville, South Carolina. Especially heartening is the respect expressed toward the teachers throughout the entire book, and the description of teacher-training sessions at Camp Reasonover is even more indicative of this attitude. Nothing appeared in writing concerning the curriculum until five years after the revision had been in process, and now, ten years later, the revision is still going on.

Therefore the book will provide an excellent reference on the subject of continuous curriculum planning.

The complete accounts given of room arrangement, program making, and record keeping in the new school will be especially valuable to teachers in search of more specific suggestions in line with these problems. Not much information is given concerning the relation of the community to the planning of the curriculum, but reference is made to excellent examples of how the schools served the community. The most significant of these is the building of a museum which became a community enterprise.

To this reader, the author seems utterly complacent about standards of accomplishment which have come from the graded, subject-matter curriculum; and the methods described for teaching the skills, especially spelling, strike an exceedingly formal note. The place of the skills in the modern program is one of the moot questions with which teachers are confronted and one wishes that the author had addressed his evaluation to this aspect of the Parker experiment and had dealt with the problems that emerge in a curriculum which includes more content related to the social studies while maintaining high standards in skills as measured by standardized tests.

If the reader takes the thrilling title of this book seriously — *Schools for a Growing Democracy* — he is left disappointed after reading it. All the stirring reality with which a large number of educators and lay groups have been grappling in the past few years has left the author untouched. Children study units, sifting facts

out of their social setting, yet never seem to be guided by a consciousness of the pattern of society which these facts create when they are woven together. The study of Mexico, described rather fully, is an example of this treatment. Even more remote from the basic challenge of the times is the social studies curriculum of the high school, if it may be judged by the author's account of an experiment in the correlation of various subjects in connection with a study of Ancient Greece.

Actually, *Schools for a Growing Democracy* makes its contribution to the literature of education through the author's faithful accounting of the details involved in changing the point of view of teachers and thereby changing the curriculum in a long-term program. To the controversies concerning the nature of the modern curriculum the author adds nothing new.

ROMA GANS
Columbia University

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MISSISSIPPI STATE DEPARTMENT OF
EDUCATION — *A Guide for Curriculum Planning*. Mississippi Program for the Improvement of Instruction, Bulletin No. 3 State Department of Education, Jackson, Mississippi, 1936. 234 p. Paper covers. 50c.

The bulletin for the third year of the state-wide Mississippi curriculum program presents the progress and organization of the program, its dynamic point of view and aims, a progressive plan of scope and sequence for the curriculum, leads to units of work for various grades based on

problems of life, suggestions for planning and reporting units of work, and lists of good recent books to enrich the classroom work. The outline of the scope and sequence of the curriculum merits special attention because it contains significant departures from the organization of the curriculum as hitherto formulated by groups advised by Dr. Caswell and Dr. Campbell. The bulletin will be found very helpful in college courses on both the elementary and the secondary school curriculum, for faculty meetings, and for teachers desiring to improve their classroom work.

O. I. FREDERICK
University of Mississippi

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REECE, E. J. — *The Curriculum in Library Schools*. New York: Columbia University Press, 1936. 220 p. \$3.00.

One is inclined not only to agree with everything which Professor Reece has set forth in *The Curriculum in Library Schools*, but to praise the able presentation. It is not a controversial treatise, and it is on this score that the one adverse criticism might be made of it. Though it suggests methods and outlines excellent procedures for evaluation no comprehensive attempt at evaluation is made, either of long accepted conservative curricula, or of recent revisions. It is true, as Mr. Reece states, that data have not yet been gathered for such a scientific testing; but this is a philosophical document. Changes in curriculum planning have been mentioned without suggestion of the possible value of the change. For example, in the attempt to secure

greater correlation in the teaching of book-selection and reference materials by teaching these two groups of materials together, is more gained than is lost? There is an area where these two courses merge, but there is also a very definite distinction in materials and purposes of the two fields as a whole. And one trend of the present, to concern the library more and more with the differentiated uses of reading materials, is a movement away from a consolidation of subjects dealing with reading and book-uses toward a greater diversity and differentiation than at present exists. The fundamental question here concerned is, can courses in special training follow the example of undergraduate survey courses to advantage? Is such a plan of advantage in a one-year course? Is the method within the capabilities of a single instructor?

This book, however, is essentially a historical and philosophical treatise of the subject which it covers completely. There are excellent outlines of the basic curriculum material, with the essential points itemized. In developing the curriculum, the general organization and administration of libraries may be shown "to rest upon principles which have proved valid in conducting comparable enterprises, and upon skills in applying those principles," and "foundations for correct perspective and grasp of essentials may be laid by giving ample stress to the social and psychological factors which underlie library work."

Variations, extensions, and abridgments of the curriculum are covered in three groups. The matter with reference to the course content is divided into prescribed subjects and supplementary and divergent options.

It is suggested that the extensions of the curriculum will be effective in breaking down unnecessary barriers between librarianship and related fields, and will help to bring the curriculum into closer alignment with field conditions of the profession. It is however definitely stated that graduates "cannot be sent into the field with the capacities of experts."

The diversity of levels for library training is considered in connection with the work of the Board of Education for Librarianship towards standardization, with the conclusion that the first graduate year is probably the "preferable plane, for the majority of students and most schools." The discipline in such schools would rest upon a substantial body of higher learning. Though "education presumably looks to the technical and professional activities, and is the province of the library schools," it is proposed that the trial of a new curriculum which would put "study of the place of libraries and of the implications of library work first, both in sequence and in importance, may be a logical next step."

MARGARET M. HERDMAN
Louisiana State University

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Survey of Reading in Typical High Schools in New York City. Yearbook No. 1 of the New York City Association of Teachers of English. New York: Noble and Noble, 1936. 73 p.

This survey of reading done by approximately 47,000 pupils in selected New York City high schools was carried on during the last few months of 1935 by the New York City As-

sociation of Teachers of English. Data were collected and are here reported with reference to books, magazines, and newspapers. The most popular book was *Call of the Wild*, followed in order by *Tom Sawyer*, *Alice Adams*, *David Copperfield*, *Seventeen*, *Three Musketeers*, *Count of Monte Cristo*, *Huckleberry Finn*, *The Good Earth*, and *Adventures of Sherlock Holmes*. It appears that the so-called juvenile books at the secondary level have not disappeared from the pattern of the most popular titles.

The number of biographies read is much smaller than is expected from the popular notion of the reading of secondary school pupils—less than one book in sixteen being of this type. In the section dealing with the newspaper survey, Joe Williams and Heywood Broun were identified most often as prominent feature writers. A note of lamentation was struck in the revelation that so much of the interest in newspapers is confined to the comic sections and sport page in the comment, "Most youthful readers have no conception of the scope of a cosmopolitan newspaper."

In the magazine reading the *Saturday Evening Post* was apparently most popular although in Hamilton High School, a boys' school, *Popular*

Science was in first place. It is interesting to note the absence of the so-called quality magazines—*Atlantic Monthly*, *Harpers'*, *Scribner's*—in the reported reading. Among the most popular ten magazines in each of the high schools surveyed, there was no magazine included which could, in any way, be assigned to this group of quality magazines.

There can be little doubt that the implication of this survey has made itself felt in the English instruction carried on in the New York City high schools. The authors have summarized the following inescapable conclusions resulting from their survey: "1. Teachers are exercising a definite influence on the reading of books, but little on the reading of magazines and newspapers; 2. Three-fourths of the reading done by high school boys and girls, as revealed by this survey, is fiction, much of it light fiction; 3. In the remaining one-fourth of the reading, there is little to develop judgment, discrimination, and the critical faculties; 4. The slight interest in poetry challenges an explanation. Does it point to a lack of appreciation of beauty and aesthetic experience and matters that concern the spirit?"

JAMES WERT
Ohio State University

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